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ABSTRACT

This paper offers advice to high school students with learning disabilities and their parents regarding choice of a college and personal preparation for college. Three levels of college support programs are described: minimal (in which general academic support services and developmental classes are available); moderate (in which the program for students with disabilities is coordinated and students are completely mainstreamed); and intensive (with a specific developmental component, a self-advocacy component, and specialized counseling). The program at the University of the Ozarks (Arkansas) is described as an example of a college offering an intensive support program. Program factors that students should look for to address specific weaknesses in reading, written expression, and mathematics are discussed. High school students are also urged to prepare for college by: (1) learning to get up on time; (2) improving time management skills; (3) practicing self-discipline; (4) developing career goals; (5) learning to type; (6) taking as many math courses as possible; and (6) writing something every day. Appendices list suggested resources. (DB)

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ED 396 474

YOU CAN GO TO COLLEGE

by

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U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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You Can Go To College
What to Look For In A College Program
And How to Prepare for College

Most parents and students are aware of the laws which make a college education possible for many students with learning disabilities. According to Section 504 and the Americans With Disabilities Act all colleges and universities must provide accommodations to students with disabilities. Because of these laws, there are hundreds of support programs to help young adults in their pursuit of higher education. All support programs are not alike, however, and sometimes it is very difficult for students and parents to evaluate these programs and match the programs to their needs. Barbara Scheiber and Jeanne Talpers suggest in their book, Unlocking Potential: College and Other Choices for Learning Disabled People, A Step-By-Step Guide, that parents and students read between the lines of pamphlets and brochures, ask questions through letters and telephone calls, visit campuses, and talk with students who have gone to specific schools in order to get accurate information about support services. Scheiber and Talpers classify support programs as minimal, moderate, or intensive. In a minimal support program academic support services are available for all students. Developmental classes are not always geared toward students with learning disabilities. Usually no staff are available to advise students with learning disabilities, nor to advocate for them. "Students on these campuses must be their own advocates" (42). These students must understand their disabilities and their needs completely and feel comfortable sharing them with instructors and be assertive in requesting their rights.

A moderate program is usually one that is coordinated through a disabled student services office (offices have different names on different campuses -- they may be called student support services, or may be a part of the dean of students office, the admissions office, the psychology department, the counseling center, or the English department). Usually students are admitted to colleges with moderate support programs through the general admissions process and are completely mainstreamed. There may be one or more staff members who will act as advocates for all students on campus who have disabilities of any kind. Students must identify themselves to the disabled student services office and provide documentation of their disabilities. Staff will usually meet with students on an "as needed" basis with the major responsibility for seeking accommodations still falling to the students. For example, students are expected to explain their disabilities to faculty, arrange for their own tutors, readers and often test monitors. These services are free and are often enough for students who understand their disabilities and have had adequate training in self-advocacy. Significant variation exists in programs listed as moderate support, and it is essential to visit campus and/or talk with students who have attended that college or university to assess the level of support.

An increasing number of colleges and universities are offering intensive support programs which are adapted to the student such as the Jones Learning Center at the University of the Ozarks in Clarksville, Arkansas. These programs usually have a strong developmental component designed specifically for the student with specific learning disabilities, a self-advocacy component, and specialized counseling. Many of them have separate admissions criteria and most charge an additional fee for their services. Common elements of intensive

programs include:

1) staff trained to work with learning disabled students

2) a diagnostic assessment

3) individualized program planning

4) courses taught in small group or one-to-one in basic skills, study skills, learning strategies, and self-advocacy

In order for parents and students to decide upon the level of support needed, they should begin with an assessment of the student's disabilities and strengths or weaknesses. Most students with learning disabilities have received an educational assessment every few years throughout their school experience. An assessment of the student's areas of weaknesses according to basic skills, such as reading level, written expression problems, and math skills should be done.

Students with low achievement scores in reading, either in decoding or comprehension will need to look for programs which have available taped textbooks (it is best if the program does its own taping -- Recordings for the Blind can be too slow for the student to keep up). It will probably be necessary for this student to have a reader and extended time for exams. He or she should check to see how these accommodations are made at the colleges he or she is interested in. Students with reading problems might also want to have a developmental reading program available, such as Alphabetic Phonics, or others that fit their needs, so that they can work on skill building at the same time they are taking college level courses. Parents and students should be careful of colleges that require a certain reading level before one can enroll in core college courses. Reading levels may never reach the required level if severe reading deficits are the main disability.

Students with disabilities in the areas of written expression should seek a program that will allow them to take exams with extended time, with a word processor, or to dictate essay exams to someone. Note-taking services will be a necessity for students with this disability, and it will probably be necessary for the student to have help of some kind available for writing out-of-class reports and research projects. A developmental writing course specifically for learning disabled students will be beneficial. These students will also want to check to see what technology is available and ask such questions as the following:

1) How many places on campus are word processors available?

2) Are interactive software /hardware packages such as "Dragon Dictate" available where students can dictate into a voice activated computer and produce a written copy of their work?

3) Are tape recorders allowed in the class rooms and lecture halls?

Students with reading and writing difficulties will want to check the grading and accommodations policies for required English courses such as Freshman Composition. Requirements of foreign language should also be checked. If foreign language is required, are there course substitutions or wavers?

Students with math disabilities should look at math requirements for graduation and see if waivers or substitutions are available. Other questions to ask are: What are the rules for uses of calculators? How hard will it be to receive entitled accommodations of extra time and use of calculators? Students should also find out what kinds of tutor help or labs are available.

Some studies have shown that tutoring is the number one service identified as determining success in college for students with learning disabilities. The following are

important questions for any student to ask:

1) What kind of tutoring is available?

2) Are peer tutors trained to work with students with learning disabilities?

3) Are any professional staff tutors available, and if so, what are their qualifications?

At the Jones Learning Center we have found it most helpful to have staff with degrees in various fields and training in learning disabilities available to work with students in all subject areas, but also to have trained peer tutors. Peer tutors in the Jones Center are students who are in the same classes as the student needing tutoring, or ones who have had the same course with the same instructor before. This is beneficial because that tutor can help the student study just the way that instructor expects him to, and the tutor will know what is going on in the class. Sometimes students get assignments mixed up or forget verbal instructions. Having a tutor in the same class can reduce these problems. Jones Center tutors are required to attend monthly training seminars conducted by learning center staff, and each tutor assigned to a particular student must visit with that student's program coordinator to find out his or her particular learning style and some methods that will enhance his or her learning.

Students should also assess their organizational and time management skills. Poor organization and time management frequently accompany learning disabilities and many high school seniors have not yet learned to compensate for these deficits. If this is a problem, then this student will need to look for intensive support programs which have staff trained to teach these skills and monitor the student's progress while he learns. At the Jones Center, a study skills course is taught that emphasizes organizational and time management skills. Also, all students are assigned to a program coordinator who works with only ten to twelve students, and while

students are learning independence skills, she is available to help with reminders, study planning, breaking projects into smaller, more manageable chunks, and leading students through the first year of college, in general. The program coordinator acts as an advisor, advocate, and counselor for the student throughout his entire college career.

A thorough assessment of strengths and weaknesses and of the services the student has been using in high school will probably narrow the college search to the point of deciding on the level of support needed. If students and parents decide a moderate or intensive level of support is needed, the next step is to find these programs. Most of the students who apply to the Jones Center have heard of it from their high school counselor, from a friend, a psychologist, or a rehabilitation counselor. There are, however, many guides which publish colleges and universities and their support programs such as the Peterson's Guide. Some of these resources are included in the appendices.

Students who are planning to go to college can be doing some practical things in high school to get ready for college. Fourteen years of experience working with college age students with learning disabilities has provided some suggestions that would be helpful for high school students preparing for college. These tips are based on experiences with many students who have been successful and a few who have not.

The first, and one of the most important, suggestions for high school students is to make friends with your alarm clock. The best support program in the world cannot help you if you are not there to receive the help. Also you must be in class. Every year, out of a class of around twenty students entering college through the Jones Learning Center, there will be one or two students with problems waking up in the mornings so severe that they will not make it through

college. Start right now, whatever grade you are in, setting your alarm clock and getting up and getting ready for school without prompting or help from your parents. Buy two alarm clocks, both with battery back-ups. The most common excuse heard from students for missing classes is, "The electricity went off last night and my alarm didn't go off this morning." What students do not understand is that it does not matter why they didn't get up, what matters is that they missed important material presented in class, and that their instructor probably noted their absence. Do not put your alarm clock next to your bed, it is too easy to hit the snooze button five times or just turn the alarm off and never know you did it. Put both clocks across the room from your bed, one on each side of the room. Set one clock for ten minutes after the other. When you have to get out of bed and walk across the room to turn the alarm off, you are much more likely to stay up. At the Jones Learning Center, program coordinators will call their students to wake them up for a few times at first, but they will not continue to do so. Some students find a room-mate or a friend down the hall who has an eight o'clock class to wake them up, but for some students their waking up problem is just too severe. If you have a problem of that severity, then you should look for a college that offers a lot of afternoon and evening classes. On our small campus, most classes are offered between 8:00 a.m. and 2:00 p. m., and no student will get through four or five years at University of the Ozarks without some eight o'clock classes. A good question to ask when you are looking at colleges is, "What time are the classes offered?"

Another thing you should begin doing right away is to improve your time management skills. Purchase an appointment book and make a habit of using it. Also, make a daily plan, scheduling in classes, work, study, and recreation and discipline yourself to stick with it. You will find in college that you have more free time on your hands than you have ever had before.

You may be finished with classes by noon on Monday, Wednesday, and Friday and by 2:15 on Tuesdays and Thursdays, or you may have two hours open in the mornings between classes. This in not really "free" time, though. It is study time. Much more material is covered in college than in high school and much of it you are expected to learn on your own outside the classroom. For example, the size textbook that is typically covered in one year in high school is covered in one semester in college with classes meeting only three hours a week. Often all outside reading and writing assignments are given during the first week of school and not mentioned again until they are due or at exam time. Therefore, if you have not managed your time wisely, you will find it is two weeks before mid-term or finals and you have five books to read and five research papers to write. Learn to break assignments down into smaller parts and schedule yourself study time every day.

An example of a typical study schedule is included in the appendices. On a form like this the student should write in class times and permanent appointment times and then make a copy for each week of the semester. At first students will need help learning to schedule in their study time realistically and to break term projects into manageable parts; eventually they will learn to do this for themselves. If you will work with a counselor, a parent, teacher, or tutor to learn these things now, you will be much more ready for college after you graduate from high school.

Practice self discipline. Both of the previous tips require self discipline and motivation. If there is one thing that will determine success in college, it is self discipline. Self discipline is a skill that can be learned just like any other skill. It gets better with practice and certainly no one is perfect. You are not expected to be perfectly self disciplined. College should be the most fun

time in your life and your parents and your instructors do expect you to have fun in college, but if you cannot discipline yourself to study, you cannot remain in college to have fun. You can practice self discipline by learning to delay gratification. Force yourself to do things that need to be done when you don't want to do them, such as chores around the house, reading a novel for a book report, studying for a history test, gathering information at the library, or working algebra problems. Force yourself to do these things instead of playing Super Sega, watching 90210 or Melrose Place, or just hanging out with your friends.

The biggest factor in self discipline is probably motivation. Students should be encouraged to begin thinking about careers and college majors early in high school. It is true that many college freshmen do not know what they want to major in, and it is not necessary for them to know that when they first come to college. But clear goals are good motivators. Make an appointment to visit your high school counselor to talk about careers. Take advantage of career fairs in your high school and community. Talk to people you know who have interesting careers. Think about your hobbies and interests and see if there is any way you could find a major that would emphasize and utilize your hobbies. You do not have to decide on a major before you go to college, but having some reasons why you want to go to college in mind will help you when you have problems with self discipline. Above all, be sure you want to go to college for your own reasons, and not for your parents' reasons. Parents, please make sure you are not pushing your son or daughter into some area because of your expectations of him or her. The following story is an example of parents pushing their expectations. A young man came to college with a clear goal in mind. He declared pre-veterinary as a major right off the bat his

freshman year. However, this student did not do well; he missed a lot of classes; he didn't study; and by second semester he had become pretty depressed. His program coordinator started quizzing him about his goals and plans for the future. She asked him what kind of animals he wanted to work with -- pets?

He said, "No, not really."

She replied, "Farm animals?"

He said "No, not really."

"Well, what?" she asked, "exotic animals?" "zoo animals?"

Finally, he said that he did not really want to be a vet, but his parents had always said that since he liked animals, and had played with and cared for all sorts of animals as a child, that he should probably be a vet. As he talked his coordinator discovered that he liked his religion classes best and that he liked to travel. He finally decided that he might like to be a missionary or join the peace corps. After a few weeks of discussing and exploring options, he decided to stay out of college the next year and work in a mission for his church. When he decided to go back to college, he majored in Christian Education and was a much more motivated, self disciplined, and happy student. We see students all the time whose parents are doctors or lawyers or teachers and whose brothers are C.P.A.s and sisters are psychologists, so they just assume that they have to go to college. One young man really wanted to go to a vo-tech school and study auto-body mechanics, but his father was an attorney and his mother was a college professor and they expected him to at least earn a bachelor's degree. He became so depressed during his freshman year that he could hardly leave his dorm room because he was afraid of disappointing his parents.

Motivation is essential to success in college. College is hard for students with learning disabilities. They have to spend long hours studying; they have to have self discipline and be prepared to give up many of the social activities other students get to have. It should be something you want to do for yourself, and not something you feel you should do for your parents. So spend some time each week just thinking about college and what kinds of things you want to study.

The next important suggestion is to learn to type. If you can't type already, then take a keyboarding class or buy a typing tutor software package for your home computer and learn to type. College and papers are synonymous. You are going to write so many papers in college, it will become a way of life for you for four or five years. Many classrooms have computers in them, and you are expected to know how to use them and may have to type papers on them right there in the classroom. If spelling and grammar are difficult for you, then a word processing program with spell check and grammar check are essential. Learn to use as much technology as you have available to you. If you have trouble with written expression, learn to use a dict-a-phone. You can dictate written assignments and papers into a dictaphone and have someone else type them for you, or sometimes even typing them yourself is easier if you have dictated your work into a dictaphone. Comprehensive support programs often provide staff members to take dictation from students on exams and for papers, so it is a good idea to build dictation skills if you have writing disabilities. Also there are voice activated hardware/software programs available which allow students to dictate written work to a computer. Find out what technology is available in your area and practice using it. Becoming technology proficient will not only help

you in college, it will allow you to compete in the world of work. When you graduate, you will probably not have a person to take dictation from you or to read to you, but you can take a computer, a tape recorder, or a dictaphone with you to graduate school or to work. Technology will allow you to compete on a more even footing with students who do not have learning disabilities.

Another suggestion is for students to take as many math courses as their disability will allow. Almost all colleges and universities require college algebra as a core course requirement for graduation. Even though some colleges have waivers or course substitutions, students must have documentation of a serious disability in the area of math to qualify, and sometimes they must have tried to pass an algebra course unsuccessfully. If there is a teacher in your high school who understands math disabilities and can teach you the way you learn, then take Algebra I and II in your high school. If there is not such a teacher at your school, you might want to look for a private tutor, or perhaps some adult education classes in your community. Any exposure to math, particularly algebra will be beneficial to you when you reach college.

And finally, you are encouraged to write something every day. Keeping a simple journal is a good way to work writing into your life. How many of you have seen the television show, Doogie Howser, M.D.? The last thing that Doogie did every night was to type a few comments and reflections about his day on his personal computer. If you have a p.c. in your home you might try this. If writing is impossible for you, you might practice your dictation skills by reflecting upon the day into a dictaphone or a tape recorder. The important thing is to learn to express your thoughts and ideas. Don't worry about grammar, punctuation, or spelling. The purpose for this is to practice expressing yourself. At the same time, you are practicing self-

discipline, and you may be clarifying goals. If keeping a diary or a journal does not appeal to you, try writing a paragraph about something you are interested in two or three times a week. If you like to follow politics, take a political issue, such as the current budget battle in Washington, and express your opinion in writing or to your tape recorder. If you like animals, write about something cute or funny your dog did today. If none of these ideas appeal to you, you might try this exercise. Take one word such as key, money, umbrella, or road and spend about half an hour writing a paragraph about thoughts which that word brings to mind. You can make up your own words or have someone make them up for you. Whatever you choose to write, it is ideal if you write something every day; at the very least, write a paragraph or two, two to three times a week.

You can go to college. There are support programs to match your needs. If you have average or above intelligence and some strengths to compensate for your weaknesses, you can successfully earn a bachelor's degree. There are some things you need to do to ensure this success. You need to begin looking for the kind of support program you will need in college. In order to find the right one you will have to assess your own strengths and weaknesses, look at the services you are receiving now and begin to search for those services in college programs. The best place to start is with your high school counselor. But, if you do not receive help there, don't give up. Check the resources in the appendices and call some of the programs listed. If you call the Jones Learning Center, we can give you an idea of whether our program is right for you or not, and if not, we can suggest other programs for you to look at. Staff at most college support programs will do the same for you. Once you have narrowed down your choices, by all means visit that campus. While you are there talk to both staff and students.

Also, begin to build the skills you will need for college right now. Practice self discipline, think about your goals, learn to type, take a math class, and write something everyday. With practice, self discipline and motivation, you will be ready for college.

APPENDICES

Appendix 1

BOOKS

Gibbs, George. Campus Daze: Easing the Transition From High School to College. Alexandria, VA: Octameron Associates, 1992.

Nadeau, Kathleen. Survival Guide for College Students With ADD or LD. New York: Magination Press, 1994.

Scheiber, Barbara and Jeanne Talpers. Unlocking Potential: College and Other Choices For Learning Disabled People, A Step-By-Step Guide. Bethesda, Maryland: Adler & Adler, 1987.

Webb, Kristine Wiest. Your Plan For Success: A College Preparation Manual for Students with Learning Disabilities.Freeport, IL: Peekan Publications, Inc., 1995. 1-800-345-7335.

A MESSAGE TO STUDENTS

Awareness of your strengths, your advocacy skills, and persistence are among the most important tools you can use to build your future through education. You can maximize the range of colleges that may admit you by playing an active role in high school, getting appropriate support, continually assessing your growth, and carefully planning. Students may be admitted only to colleges and universities to which they actually apply. More students who have learning disabilities than ever before are applying to, enrolling in, and graduating from America's colleges and universities. You can join the growing number of undergraduates who have learning disabilities. Good luck in getting ready for college.

SELECTED RESOURCES

Learning Disability Advocacy Organizations

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
(412) 344-0224 (Fax)

LDA is a non-profit, 60,000 member national organization and referral service. It provides free information on learning disabilities and puts an inquirer in contact with one of 700 local chapters throughout the country. In addition to the quarterly newsletter, **Newsbriefs**, LDA produces the biannual **Learning Disabilities Multidisciplinary Journal**, and annually sponsors a professional, international conference. There is an annual membership fee, which includes a newsletter subscription.

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1420
New York, NY 10016
(212) 545-7510
(212) 545-9665 (Fax)

NCLD, established in 1977, is a national not-for-profit organization committed to improving the lives of individuals with learning disabilities. Its services include: raising public awareness and understanding, national information and referral, educational programs, and legislative advocacy. NCLD produces educational tools, including an annual magazine called **THEIR WORLD**, newsletters, and a five-part video series entitled **We Can Learn**. NCLD's referral, through a computerized database and trained volunteers and staff, links parents, professionals and others concerned with LD and those who can help them. Memberships are available to the public, which entitles individuals and organizations to receive a special packet of information on LD, as well as regular updates on LD.

National Network of Learning Disabled Adults (NNLDA)
800 N. 82nd Street
Scottsdale, AZ 85257
(602) 941-5112

NNLDA is an organization run by and for people who have learning disabilities. A free newsletter and list of self-help groups is available. Please send a stamped envelope for mail responses.

Orton Dyslexia Society
The Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286-2044
(410) 296-0232
(800) 222-3123
(410) 321-5069 (Fax)

The Orton Dyslexia Society is an international non-profit organization concerned with the complex issues of dyslexia, a specific learning disability. The Society promotes effective teaching approaches and related clinical educational intervention strategies, supports and encourages interdisciplinary study and research, and is committed to dissemination of research through conferences, publications, and 43 volunteer branches staffed by professionals. Guidelines are available for the College Affiliate Program, a network of support groups for students with dyslexia on college campuses.

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Standardized Test Administrators

College Board
SAT Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226
(609) 771-7137
(609) 882-4118 (TT)
(609) 771-7681 (Fax)

Through its Admissions Testing Program, the College Board provides special arrangements to minimize the possible effects of disabilities on test performance. Two plans are available. Plan A (Special Accommodations) is for students with documented hearing, learning, physical, and/or visual disabilities. It permits special test editions, special answer sheets, extended testing time, aids, and flexible test dates. Plan B, which offers extended time only, is for those with documented learning disabilities. Plan B permits additional testing time for the SAT and TSWE (Test of Standard Written English). Call or write for **Information for Students with Special Needs**, or **Information for Counselors and Admissions Officers**.

ACT Test Administration
P.O. Box 4028
Iowa City, IA 52243-4028
(319) 337-1332
(319) 337-1701 (TT)
(319) 337-1285 (Fax)

ACT (American College Testing) will arrange for individual administration of assessments for students with physical or perceptual disabilities, given proper documentation of the disability. Individual administrations may be approved, for example, for those who can not take the tests within the allotted time using regular-type test booklets, or for those who need to use large-type or audiocassette versions of the tests. For further information, call or write for a **Request for Special Testing**.

Commercially Available Guides to College Programs for Students with Learning Disabilities

Peterson's Colleges with Programs for Students with Learning Disabilities (Fourth Edition, 1994), edited by Charles T. Mangrum II and Stephen S. Strichart, is a comprehensive guide to over 800 colleges and universities in the United States and Canada, including two-year, four-year, and graduate programs. Available for $31.95, plus $6.75 shipping and handling, from Peterson's Guides, P. O. Box 2123, Princeton, NJ 08543-2123. (800) 338-3282.

The K & W Guide to Colleges for the Learning Disabled (Third Edition, 1995), edited by Marybeth Kravets and Imy F. Wax, analyzes more than 200 colleges around the United States that offer programs and services specifically geared to students with learning disabilities. Available for $28.00, plus $3.00 shipping and handling, from Educators Publishing Service, Inc., 31 Smith Place, Cambridge, MA 02138-1000. (800) 225-5750.

The two guides listed above are often available in local bookstores and libraries.

Information about Tech Prep Programs

Tech Prep, by Bettina A Lankard (1991) . Digest No. 108. ERIC Clearinghouse on Adult, Career, and Vocational Education.

centerfocus (number 5/June 1994) features *Emerging Tech Prep Models: Promising Approaches to Educational Reform*. This is a publication of the NCRVE, National Center for Research in Vocational Education at 2150 Shattuck Avenue, Suite 1250, Berkeley, CA 94704. (800) 762-4093.

Directories

HEATH Resource Center staff members are frequently asked if there is a "list" of schools which serve learning disabled students. The staff are hesitant to endorse a list which would imply that only those schools on the list serve learning disabled students. After reading the information provided above, however, students and advisors may find a listing of schools a suitable starting point for an investigation into available options. Existing programs can also serve as resources for other campuses. Readers should be aware that the time consuming process of preparing a directory often results in publication of outdated material and that many directories simply collect and print minimally edited and unverified survey results. Additionally, HEATH staff feel that students, parents and others can obtain more accurate and personalized information by using a program evaluation handbook such as the HEATH publication **How to Choose a College: Guide for the student With a Disability, or Unlocking Potential: College and Other Choices for Learning Disabled People** reviewed later in this paper. With these cautions stated, the HEATH Resource Center lists the following directories and their sources. Before purchasing any of these directories, be sure to check your local library or high school guidance office.

The BOSC Directory of Facilities for Learning Disabled People, compiled and edited by Irene Slovack (1985) is a concise guide for persons who are seeking information about schools and training programs for young persons who are learning disabled. The **Directory** describes facilities for learning disabled youth from ages three to 21, and lists both residential and day programs for LD youth as well as self-selected postsecondary programs and agencies serving learning disabled people. The **Directory** ($28.00 + $2.00 postage & handling) is available from BOSC, Dept. F, Box 305, Congers, NY 10920. The **1987 Supplement** is available for $5.00 plus $2.00 postage and handling, or both volumes may be ordered for $30.00 plus $2.00 postage & handling.

Colleges/Universities That Accept Students with Learning Disabilities (January, 1985) lists institutions by state. It is available for $3.00 prepaid from Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

Directory of College Facilities and Services for the Disabled (Second Edition, 1986) contains information about special facilities and services, physical terrain, auxiliary aids, numbers of students, degrees and contact persons at over 2,300 colleges and universities. It is available for $95.00 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities (Fifth Edition, 1984) describes organizations and institutions by state. Note that non-collegiate programs are included. (A Sixth Edition is scheduled for Winter 1988). It is available for $15.95 + $2.00 postage from Partners in Publishing, Box 50347, Tulsa, OK 74150. (918) 584-5906.

Peterson's Guide to Colleges with Programs for Learning Disabled Students by Charles T. Mangrum II and Stephen S. Strichart is a comprehensive guide to more than 250 four-year colleges and universities offering special services for students with dyslexia and other learning disabilities. The **Guide** devotes an entire page to each college with an easy to use grid that lets the reader assess a program and compare colleges quickly and effectively. Detailed information is provided on the learning disabilities program, services, and aids available at each college. Available in bookstores or from Peterson's Guide, Department 5710, 166 Bunn Drive, PO Box 2123, Princeton, NJ 08540-0008, for $13.95 plus $2.00 for shipping and handling.

Questions To Ask

As you sort through brochures you have sent for from the schools in which you might have an interest, you may list those which seem most like you and plan to visit the campus. A productive visit will be one which you have arranged in advance by requesting an appointment to talk with either the Dean of Admissions or the Disabled Student Services Officer, or LD Program Director. Planning such an interview may allow the school time to arrange for you to sleep in a dorm for the night and attend a class or two so that you can get a "feel" for the campus. You may also want to talk to a learning disabled student taking courses there. Once you meet with a campus administrator, you may want to ask some questions — if they have not already been answered in informal talks. Listed below are some questions LD students frequently ask. If you visit several schools, you may want to compare the answers given by each.

—What are the requirements for admission?

—How many LD students are on campus? What year are they in? Are they full time, part time, residents, commuters, traditional age, or older? Men? Women? Can you introduce me to one of these students?

—What are the goals and objectives of the program?

—What services are provided? Is there a charge for them? How does one obtain such services?

—What specialized training in learning disabilities do the service providers have?

—Is tutoring and/or counseling provided on a one-to-one basis or in a group? If in a group, how large is it? How frequently and intensively is it available?

—What supervision is provided for non-certified instructors or tutors?

—How is the duration of services determined? Is it usually one semester? One year? Two-or longer?

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—Who will be my academic advisor and what training does this individual have in learning disabilities?

—Do LD students take regular college courses? For credit?

—Are any courses unavailable to LD students?

—What modifications have faculty or administrators been willing to make for LD students on the campus?

—Are there courses required of LD students? If so, do they carry college credit and does the credit count toward graduation?

—How many LD students have graduated from this college? In what fields? What have they done since graduation?

[This list is adapted from Vogel, S.A., "Issues and Concerns in LD College Programming," in **Young Adults With Learning Disabilities: Clinical Studies,** Johnson, D. and Blalock, J. (Eds), Orlando, Florida: Grune & Stratton, 1987.]

WEEKLY STUDY SCHEDULE FOR THE WEEK OF: March 3 - 9

Student's Name: Carrie

UPCOMING TESTS:

Business - Tues.				
Characteristics - Thurs				

	TIMES	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	7:00							
	8:00							
	9:00		Freshman Composition	Intro to Business	Composition	Intro to Business	Composition	
	10:00		Am. Natl Government		Government		Government	
	11:00		Intro to Sociology	Chapel	Sociology		Sociology	
	12:00		Lunch	Lunch	Lunch	Lunch	Lunch	
AFTERNOON	1:00		Debby	Char. Mildly Handicapped	Debby	Char. Mildly Handicapped	Debby	
	2:00		Comp Lab		Comp Lab		Comp Lab	
	3:00			Luis (Bus)		Luis (Bus		
	4:00			Debby		Debby		
	5:00		Dinner	Dinner	Dinner	Dinner	Dinner	
EVENING	6:00	Luis (Bus)	Misty (Gov)	Michael (Soc)	Misty (Gov)	Michael (Soc)	Study	
	7:00	Read Gvt	Read Characteristics		Gov Review			
	8:00	Watch	Study	Rebecca (Charac.)	write C.R.-Gvt.	Rebecca (Charac)	Have Spring Break	
	9:00	TV	Business		Study	Revise C.R.		
	10:00	Study		Read Comp	Characteristics	Read Soc		
	11:00	Business		Study Characteristics				

Pick up tapes Sociology + Government

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